



Developing your Teacher and Administrator Recruitment and Retention Plan (TARRP)

A guide for districts and open enrollment charter schools

Why create a plan that focuses on diversity?



Low-income black males with 1 or more black teachers 3rd - 5th

- **39% less likely to drop out**
- **29% more likely to pursue four-year degree**

Why we need a diverse teacher workforce

Dan Goldhaber, Roddy Theobald, and Christopher Tien

<https://kappanonline.org/why-we-need-diverse-teacher-workforce-segregation-goldhaber-theobald-tien/>

Why create a plan that focuses on diversity?



Arkansas 2020-2021

- **40% of students** were non-white
- **10.2% of teachers** are black or Hispanic/Latino

Schools

- **32%** - Zero non-white **teachers**
 - *59% have two or fewer*
- **0.2%** - Zero non-white **students**

Districts/Open Enrollment Charter Schools

- **27%** - Zero non-white **teachers**
 - *51% have two or fewer*
- **0%** - Zero non-white **students**

Why create a plan that focuses on diversity?



Arkansas Educators of Color

“Administrators say they can’t find more teachers of color. **But I don’t see them having an actual plan to recruit, with goals.**”

“No district or school I’ve ever worked for felt like a place where teachers’ cultural, racial, and ethnic identities have been affirmed.”

- ***Less than 1/3 of educators of color*** feel their identities are valued and affirmed

Greater Than Diamonds: Recommendations on Improving Teacher Diversity in Arkansas from Teach Plus Teacher Policy Advisory Board

Pamela Criss, Joel Lookadoo, Stacey McAdoo, Christian Saavedra, Tykeena Watson
https://teachplus.org/sites/default/files/publication/pdf/ar_greater_than_diamonds.pdf

TARRP Overview



By August 1, 2022, each public school districts and open-enrollment public charter school in the state shall prepare a three-year teacher and administrator recruitment and retention plan

The Plan shall:

- Set forth goals focused on diversifying the educator workforce
- Include specific data related to recruitment and retention
- Be reviewed and updated annually by the district/charter school
- Be posted on the district/charter school website no later than August 1 of each year

Each district/charter school shall designate an employee to coordinate the implementation and review of the Plan.

Goals for TARRP



Required - § 6-17-1901 (b):

- Goal for recruitment of educator workforce that increases diversity among staff and, at a minimum, reflects the racial/ethnic diversity of the district's students
- Goal for retention of educator workforce that increases diversity among staff and, at a minimum, reflects the racial/ethnic diversity of the district's students
- Goal for increasing the number of students who pursue careers in education with an emphasis on students of minority races/ethnicities

Optional:

- Additional goals focused on recruitment and/or retention of teachers and administrators and increasing students pursuing careers in education.



The plan must include the following teacher and administrator recruitment and retention data

Racial/ethnic composition of the:

- Student body (data from most recent SY)
- Teachers employed (previous 3yrs)
- Administrators employed (previous 3 yrs)
- Residents of the community (most current data)

Major changes from MTARP



- All public school districts and open enrollment charter schools
- Recruitment and retention
- Diversity at a minimum reflect diversity of student body
- Annual review of the plan
 - Include evaluative methods to measure progress
- Goal for increasing students pursuing careers in education
 - Include specific steps to encourage students of minority races/ethnicities

TARRP Template

Download a copy

The template can be found on the Equity Assistance Center's Teacher and Administrator Recruitment and Retention Plan webpage:

<https://dese.ade.arkansas.gov/Offices/legal/equity-assistance-center/teacher-and-administrator-recruitment-and-retention>

It is on the right side under "Related Files"



Related Files

 [Teacher and Administrator Recruitment and Retention Plan Template](#)

TARRP Template



Cover Page

- Requirements of the law
- Data to include
 - Required vs. recommended
 - Links to help locate (*as applicable*)

TARRP Template



Recruitment, Retention and Student Goals

- **Recruitment** - *Recruiting a diverse, representative educator workforce that meets the needs of all students*
- **Retention** - *Retaining a diverse, representative educator workforce that meets the needs of all students*
- **Recruitment** - *Increasing the number of students who pursue careers in education with an emphasis on students of minority races and ethnicities*

TARRP Template

Enter Your SMART Goals

Specific
Measurable
Attainable
Results-Oriented
Timebound

If multiple goals are created, copy and paste the template for each goal.

Recruitment Goal	
Which of the following best describes the recruitment goal?	
<input type="checkbox"/>	New Goal
<input type="checkbox"/>	Extension of a goal from previous year

New or continuation/extension?

TARRP Template

Action Steps

Add the steps you need.

	Description	Person(s) Responsible	Target Date
Action Step			
Action Step			
Action Step			

You can add additional rows to include more action steps

Action Step				+ Insert row above
				+ Insert row below

TARRP Template

Evaluative Methods

- Evidence
 - Baseline data
 - Expected outcome

What evidence will be used to determine if the recruitment goal is met? (Include baseline data and expected outcome)

TARRP Template

Review Progress

- **New goal(s)** for the coming year
 - Complete this box Summer 2023
- **Goal(s) continued** from 2021-2022 school year
 - Complete this box Summer 2022

Review Progress (After Baseline Year)

Describe progress made toward the recruitment goal and any improvements or adjustments that were made to the action plan to overcome barriers to plan success.

TARRP Template

Plan Submission

Same page as previous years with
MTARP

Do not forget all signatures:

Superintendent/CAO

Board President

Board Secretary

Plan Submission

INSTRUCTIONS: Complete this page and post on your website along with the finalized Teacher and Administrator Recruitment and Retention plan before August 1.

SCHOOL DISTRICT/CHARTER SCHOOL:	LEA NUMBER:	COUNTY:
Pursuant to A.C.A. § 6-17-1902, an employee must be designated to coordinate recruitment and retention plan implementation.		
COORDINATOR NAME/TITLE:	COORDINATOR TELEPHONE NUMBER/EMAIL:	
The signatures below certify that the district is in compliance with Ark. Code Ann. § 6-17-1901, et seq. and Standard 2-A for Accreditation of Arkansas Public Schools: <input type="checkbox"/>		
Signatures	Name of Superintendent or Chief Academic Officer: <input type="text"/>	
	(Please Print)	
	<input type="text"/>	
	Superintendent/Chief Academic Officer	Date
	<input type="text"/>	
	Board President	Date
	<input type="text"/>	
	Board Secretary	Date

TARRP Template



Appendices

- Appendix A
 - Template for **required data**
 - Complete the template below or
 - Include charts containing the data
- Appendix B
 - DESE **recommended resources**
 - Information and links for tools to help implementing the district's or the open enrollment charter school's TARRP



How to locate data required for the TARRP

[Insight.ade.arkansas.gov](https://insight.ade.arkansas.gov)

How to locate data required for TARRP

Racial/ethnic composition of the student body (most recent SY): LEA Insights>Enrollment>Enrollment by Race Percentages

Chart Data

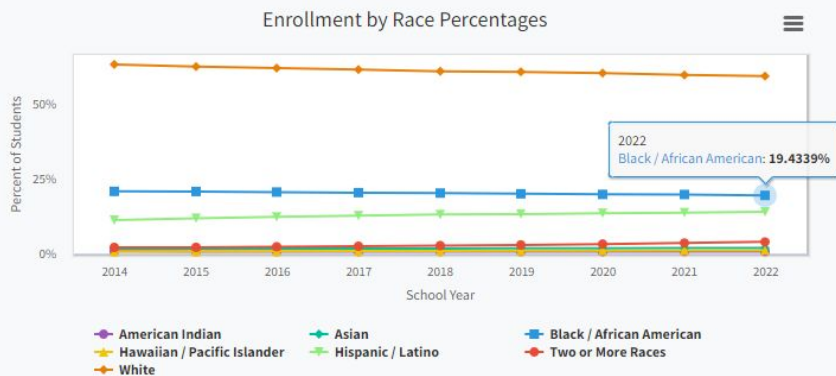


Chart Data

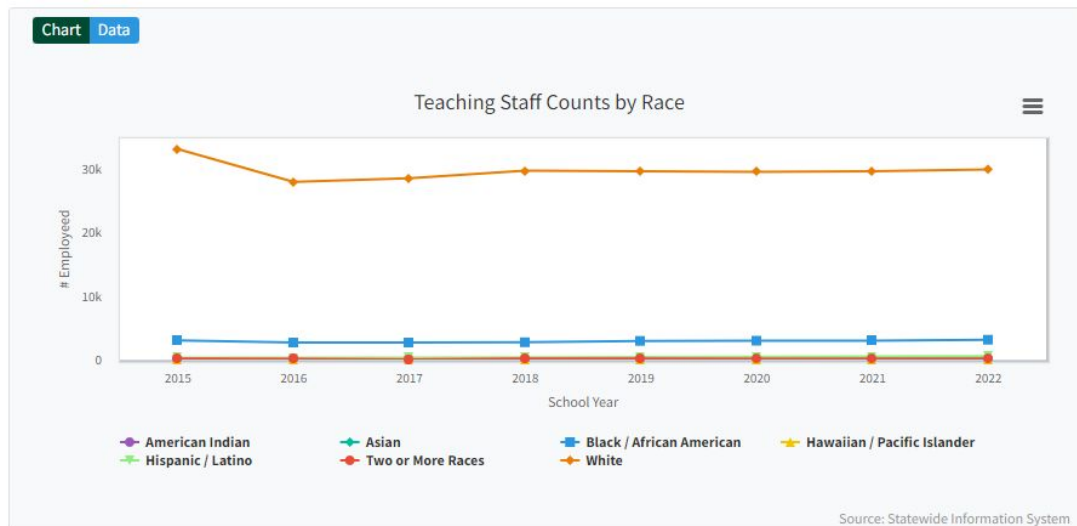
Filter...			Clear
Race	School Year	Percent of Students	
Black / African American	2020	19.7711%	
Black / African American	2021	19.7304%	
Black / African American	2022	19.4339%	
Hawaiian / Pacific Islander	2014	0.5957%	
Hawaiian / Pacific Islander	2015	0.6311%	
Hawaiian / Pacific Islander	2016	0.6835%	
Hawaiian / Pacific Islander	2017	0.7511%	
Hawaiian / Pacific Islander	2018	0.8173%	

Showing 25-32 of 63 records

3 4 5

How to locate data required for TARRP

Racial/ethnic composition of the teachers employed (previous 3yrs) : LEA Insights>Human Capital>Overview>Certified Teaching Staff>Teaching Staff Counts by Race



How to locate data required for TARRP

Racial/ethnic composition of administrators employed (previous 3yrs): LEA Insights>Human Capital>Overview>Staff Details>Search by Job Code
OR
eFinance>Personnel>Job Assignment>Administrator Counts

Staff Demographic Statistics

Certified Teaching Staff

Certified Non-Teaching Staff

Classified Staff

Staff Details

Race:

Category: (All Staff Types)

Experience Level (Teachers only): (Novice and Experienced)

Job Code: 2060 - High School Assistant Principal

100

Staff Name Filter... Clear

Staff Name	LEA	Category	Job Code and Title	Race	Is Teacher	Novice Teacher
	6002082	Certified	2060 - High School Assistant Principal	White	Yes	No
	6002082	Certified	2060 - High School Assistant Principal	Black / African American	No	No
	6002082	Certified	2060 - High School Assistant Principal	White	No	No
	6002082	Certified	2060 - High School Assistant Principal	Black / African American	No	Yes
	6002703	Certified	2060 - High School Assistant Principal	White	No	No

How to locate data required for TARRP

Racial/ethnic composition of administrators employed: LEA Insights>Human Capital>Overview>Staff
Details>Search by Job Code
OR
eFinance>Personnel>Job Assignment>Administrator Counts

Administrator Counts in eFinance

	A	B	C	D	E	F
1	Administrator Count		SUPERINTENDENT	ELEM SCHOOL PRINCIPAL	ELEM ASST. PRINCIPAL	MIDDLE/JR HIGH PRINCIPAL
2	Black or African American	Male		1		
3	White	Female		2	1	
4		Male	1	1	1	2
5	Total		1	4	2	2
6						

How to locate data required for TARRP

Racial/ethnic composition of residents (most recent): [State Census Data](#)

QuickFacts

Arkansas; North Little Rock city, Arkansas; United States

[What's New & FAQs](#)

QuickFacts provides statistics for all states and counties, and for cities and towns with a population of 5,000 or more.

Table

Race and Hispanic Origin	Arkansas	North Little Rock city, Arkansas	United States
Population Estimates, July 1 2021, (V2021)	3,025,891	NA	331,893,745
PEOPLE			
Race and Hispanic Origin			
White alone, percent	79.0%	48.0%	76.3%
Black or African American alone, percent (a)	15.7%	43.8%	13.4%
American Indian and Alaska Native alone, percent (a)	1.0%	0.2%	1.3%
Asian alone, percent (a)	1.7%	0.9%	5.9%
Native Hawaiian and Other Pacific Islander alone, percent (a)	0.4%	0.0%	0.2%
Two or More Races, percent	2.2%	4.7%	2.8%
Hispanic or Latino, percent (b)	7.8%	6.2%	18.5%
White alone, not Hispanic or Latino, percent	72.0%	45.5%	60.1%

How to locate additional data points (optional but encouraged)



Teacher and Administrator Applicant Pool	District Human Resources data
Teachers and Administrators Hired	
Teachers leaving the district (attrition)	LEA Insights>Human Capital>Attrition
Students Enrolled in DCTE Pre-Educator Program of Study	Contact your CTE Coordinator
Educators Rising Members	
Certified Teaching Assistant (CTA) Recipients	
Education as a career choice for students	Review Student Success Plan data

How to locate additional data points (optional but encouraged)



Percent of novice teachers	LEA Insights>Human Capital>Overview
Average years of teacher experience	
Teachers with master's degrees or higher	LEA Insights>Human Capital>Public Educators
Teachers with Lead/Master designations	
National Board Certified Teachers	LEA Insights>Human Capital>National Board Certified Teachers
Licensure exception data	LEA Insights>Human Capital>License Types and Exceptions
Student Growth and Achievement data	myschoolinfo.arkansas.gov >select district>custom report>student assessment

How to locate additional data points (optional but encouraged)

[LEA Insights](#)>[Human Capital](#)>[Public Educators](#)

Educators

Race:

Experience Level (Teachers only):

(Novice and Experienced)

License Type:

All License Types

Career Continuum:

(any)

100

Staff Name Filter...

Clear

Case Id	Educator Name	LEAs	Race	Years Experience	Novice Teacher	Degree	NBCT	Expiration Date	Licenses Grade Low - Grade High	Type	Career Continuum	Issue Date
<div></div>		6002050	White	5	No		No	12/31/2023	001 – Early Childhood Education PK - 4	T	None	01/11/2019
		6002050	Black / African American	30	No	BA	No	12/31/2026	184 – Elementary 1 - 6	T	None	07/13/2021
		6002050	Black / African American	22	No		No	12/31/2023	252 – ECH/SP. ED. INTEG B - K	T	None	05/10/2022
		6002050	White	6	No	BA	No	12/31/2024	001 – Early Childhood Education PK - 4	T	None	10/23/2019
		6002050	Black / African American	4	No		No	N/A	– –		None	N/A
		6002050	White	13	No	BA	No	12/31/2023	001 – Early Childhood Education PK - 4 247 – ESOL K - 12	T,A	Master Professional Educator	06/23/2020



Using existing funding sources to support your district's Teacher and Administrator Recruitment and Retention Plan (TARRP)

2022-23 Enhanced Student Achievement (ESA) categories related to TARRP

Category	Description	Examples
Additional Teachers	Hiring of licensed teachers above the minimum required by Standards for Accreditation for specific purposes that are supported by the district's data to improve student outcomes	Core classroom teachers; class size reduction teacher; Certified Teaching Assistants (CTA)
Enhancement of Teacher Salaries	Implementation of differentiated salary schedules or stipends that are part of the district's strategy to improve salaries of teachers, particularly for teachers who take on leadership roles. This includes additional compensation for teachers who assume additional responsibilities that support student academic achievement. Planned one-time payments are allowable if based on criteria outlined the the district's recruitment and retention plan.	Recruitment and retention; diversity recruitment; signing bonus; additional compensation for leadership roles



Title II, Part A-Preparing/Recruiting High Quality Educators & School Leaders

- Create incentives for effective educators to teach in high-needs schools, and ongoing incentives for such educators to remain and grow in such schools
- Develop and implement initiatives to assist in recruiting, hiring, and retaining effective teachers to improve within-district equity

<https://www2.ed.gov/policy/elsec/leg/essa/essatitleiipartaguidance.pdf>

TEACHER LEADERSHIP IN ARKANSAS

Lead Professional Designation

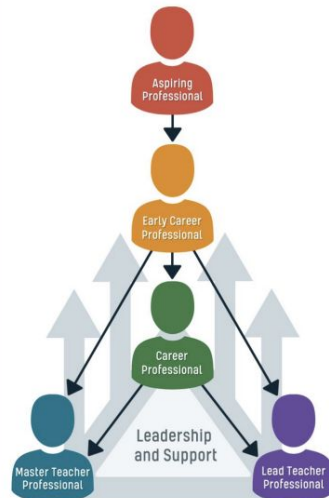
The Lead Professional designation allows teachers to remain in the classroom to impact students and to have protected time for leadership responsibilities. A lead teacher

- analyzes formative and summative assessment data.
- demonstrates evidence-based best practices.
- supports implementation of professional learning.
- facilitates collaboration among members of professional learning communities.
- fosters a positive school culture through inclusive practices.

Qualifications for Lead Teacher Designation

- Documentation of three (3) years of licensed teaching experience, and
- An Effective or Highly Effective rating on a summative evaluation conducted within the previous 4 years; and one of the following:
 - BloomBoard's Lead Professional Educator Micro-endorsement
 - Boundless Learning's Coteaching Micro-credential
 - Teaching Matters
 - The Arkansas Leadership Academy: Teacher Leader Institute
 - The High Reliability Teacher Level 3 and High Reliability Coaching

Arkansas Teacher Career Continuum



For more information on Master Teacher designation, email: bobette.ray@ade.arkansas.gov

TEACHER LEADERSHIP IN ARKANSAS

Master-Teacher Professional Designation

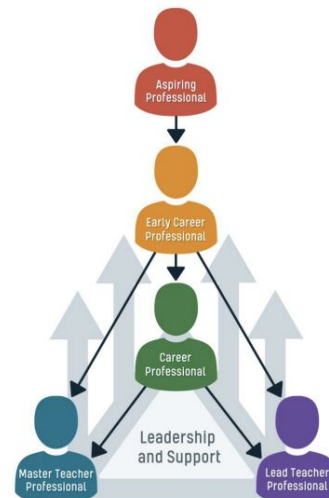
The Master-Teacher Professional designation recognizes teachers who demonstrate excellence in classroom practices and pedagogy. A master teacher

- obtains a high level of academic achievement in content;
- uses evidence-based instructional practices and assessments to make instructional choices;
- participates in education initiatives at the regional, state, or national level;
- advocates for students, families, and the profession.

Qualifications for Master Teacher Designation

- Documentation of three (3) years of licensed teaching experience, and
- An Effective or Highly Effective rating on a summative evaluation conducted within the previous 4 years; and one of the following:
 - A master's degree in your content area; plus ADE Micro-credential
 - BloomBoard's Master Professional Educator Micro-Endorsement
 - The High Reliability Teacher Program (Level 1, Level 2)
 - NBCT Certification
 - Arkansas Teacher of the Year Award; Milken Award for Educators; Presidential Award for Excellence in Math and Science

Arkansas Teacher Career Continuum



For more information on Master Teacher designation, email: bobette.ray@arkansas.gov

Needs Assessment: Staffing

LEA Insights>Academics>Enhanced Student Achievement>Needs Assessment>Staffing

The screenshot shows the LEA Insights interface. The top navigation bar is dark red with icons and labels for LEA Insights, Human Capital, CTE, Academics, Schedule, Financial, Surveys, and Admin. A yellow arrow points to the Academics menu. The left sidebar is light blue and contains links to ESA Plan Dashboard, Needs Assessment, Academic Achievement, Academic Progress, Staffing, Student Supports, and Post-secondary Readiness. A yellow arrow points to the Staffing link. The main content area has a blue header for 'Staffing (Retention and Attrition)' and tabs for 'Current' and 'Trend'. Below these are tabs for 'Chart' and 'Data'. A light blue box contains the text 'decisions for expenditure categories and expenditure types.' The bottom of the page shows a grey bar with the number '20' and a partially visible orange bar.

LEA Insights Human Capital CTE Academics Schedule Financial Surveys Admin

ESA Plan Dashboard

Needs Assessment

Academic Achievement

Academic Progress

Staffing

Student Supports

Post-secondary Readiness

decisions for expenditure categories and expenditure types.

Staffing (Retention and Attrition)

Current Trend

Chart Data

20

Needs Assessment: Staffing



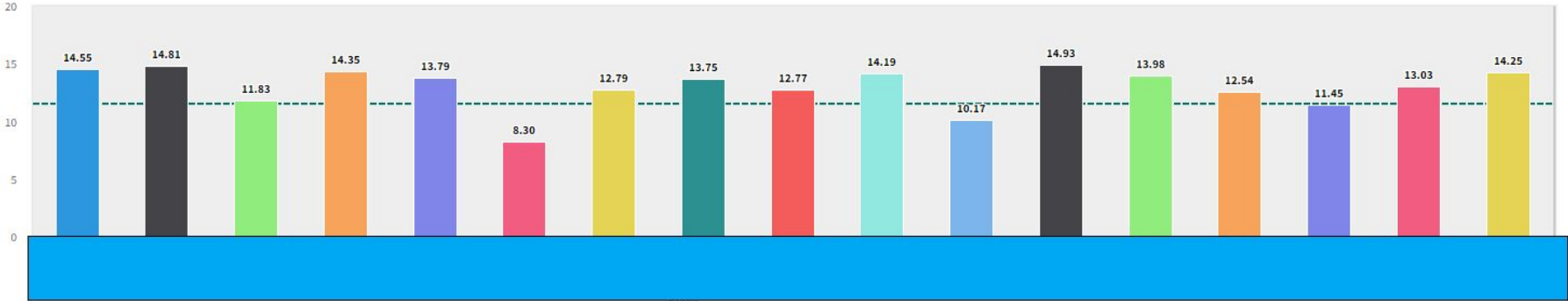
Chart

Data

All Grades



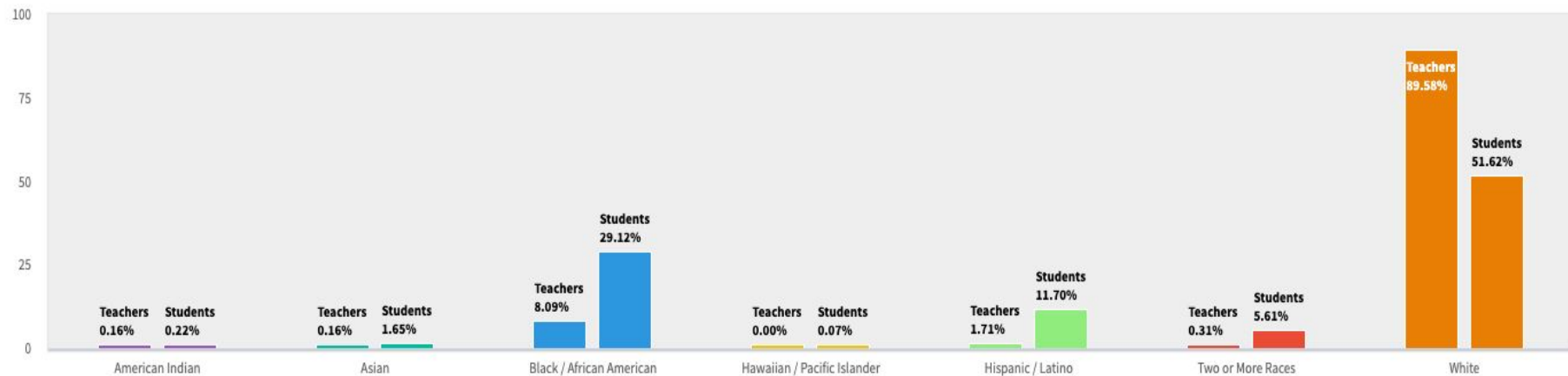
2022 Teacher Average Years Experience by School



Source: My School Info

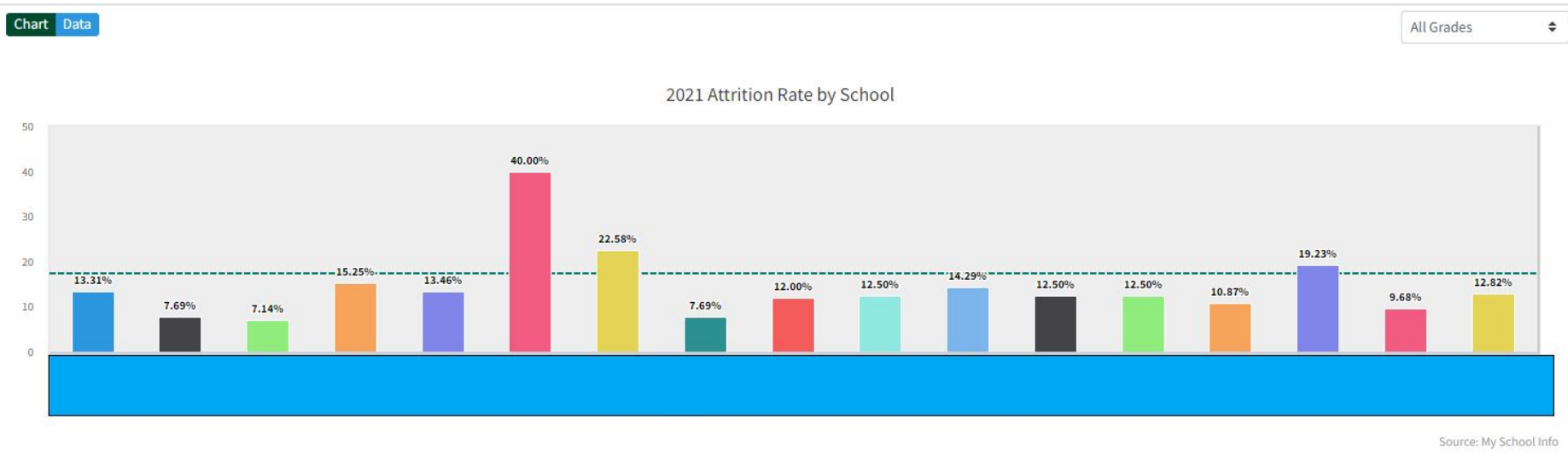
Needs Assessment: Staffing

2022 Teacher Diversity vs Student Population



Source: My School Info

Needs Assessment: Staffing



General Timeline for ESA and TARRP



May and June 2022

- Review TARRP and ESA Needs Assessment data
- Identify goals, action steps, and measures of success for each plan

July 1, 2022

ESA Plans due

August 1, 2022

TARRP must be posted on district's website

Fall 2022

Begin using ESA Funds to support TARRP (Using ESA funds for certain strategies related to enhancement of teacher salary must be included in TARRP)

Spring 2023

Gather evidence and evaluate both TARRP and ESA plan effectiveness

May and June 2023

Revise plans according to evidence and resubmit by required deadlines



TARRP Plan Review Timeline

August: Public School Accountability will ensure plans are posted on district website by Aug 1 and have at least three goals

Fall 2022: EAC and EEL will review one third of the submitted plans yearly.

- Will include districts identified through a Risk Assessment Tool that will include items such as:
 - Diversity gaps
 - Plan posted on time with required elements
 - Workforce data (such as)
 - Licensure exceptions/waivers
 - Act 1240
- Other randomly assigned districts
 - Every district will be monitored within three years

Need Help?



LEA Insights Technical Assistance

- **Information Technology** 501-371-5005

ESA Funding

- **Fiscal Services & Support** 501-683-0737

Title II Funding

- **Public School Accountability** 501-683-5423

Other plan questions

- **Educator Effectiveness** 501-682-6349
- ADE.EEL@ade.arkansas.gov
- **Equity Assistance Center** 501-682-4213
- ADE.EquityAssistance@ade.arkansas.gov

Feedback on the Training

bit.ly/DESE-EAC-Feedback